

2SHB 2964 REPORT

NEW SECTION. **Sec. 506.** By November 15, 2006, the department of early learning, in collaboration with the early learning council, shall prepare a report and make recommendations to the governor and appropriate committees of the legislature detailing:

(1) Coordination and collaboration between the department and the K-12 system at the state and local levels to ensure appropriate connections and smooth transitions between early learning and K-12;

(2) Ongoing coordination and collaboration between the department and other programs not included in the department;

(3) Ways the department will support local communities in encouraging public-private partnerships, innovative solutions to local issues, coordination of early learning services, and improved transitions from early learning to kindergarten;

(4) The relationship between the department and the private-public partnership;

→(5) Internal governance of the department, to be implemented July 27 1, 2007, upon termination of the early learning council; and

(6) Transition of any additional early learning programs and responsibilities, including administration of federal child care funds and subsidy eligibility and payment functions.

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DEPARTMENT OF EARLY LEARNING RESPONSIBILITIES AND CRITERIA BY WHICH IT WILL BE EVALUATED:

- **MANAGE** Implement and administer operate state early learning programs
- **CONSOLIDATE AND INCREASE EFFICIENCY** Consolidate and integrate child care and early learning programs, including standardizing monitoring and benchmarks, to increase efficiency
- **IMPROVE QUALITY** Improve the quality of early learning opportunities for young children. Encourage best practices in child care and early learning programs
- **KEEP SUBSIDIZED CARE ACCESSIBLE** Ensure subsidized child care is available and affordable
- **IMPROVE PARENT SUPPORT AND EDUCATION** Improve parent support and education
- **LEAD SYSTEM-BUILDING EFFORTS** Help the public and private sectors build a comprehensive and Collaborative system of early learning
- **WORK WITH THE PUBLIC PRIVATE PARTNERSHIP** Help implement and to work in cooperation with the public private partnership, including providing data and support for its operation
- **WORK WITH THE EARLY LEARNING COUNCIL** Work in collaboration with the Early Learning Council
- **WORK WITH SCHOOLS** Collaborate with the K-12 school system at the state and local levels.
- **RESPECT AND INVOLVE PARENTS** Respect parents and involve them in development of policies and programs that affect their children

REPORTING REQUIREMENT

- Department must report to Governor and Legislature every two years
- First report to include:
 - **Program objectives** and
 - **Performance measures** for evaluating progress toward achieving the objectives
 - **Plan for a longitudinal study** comparing the kindergarten readiness of children participating in the department's programs with the readiness of other children

Accountability - July 2006 Early Learning Council Discussion

Activities	Intermediate Outcomes	Ultimate Outcome
<p>Engage and Support Parents</p> <ul style="list-style-type: none"> • Public awareness campaign • Parent information and support • Voluntary supports—FFN • Phase-in home visiting <p>Improve Quality of Child Care & Early Education</p> <ul style="list-style-type: none"> • Phase-in QRIS/TR • Reform regulation • Increase child care vendor rates • Increase ECEAP per child average <p>Enhance professional development & compensation</p> <ul style="list-style-type: none"> • Increase higher education capacity • Develop a system of early educator certification <p>Build Community-Level Capacity—</p> <ul style="list-style-type: none"> • Plans for addressing the “learn to learn” years • Private-public partnerships <p>Improve Accountability</p> <ul style="list-style-type: none"> • Information system (E-child care) • Program evaluation (QRIS implementation) • Statewide kindergarten assessment (across all components of development) 	<ul style="list-style-type: none"> • Public recognizes the importance of high quality early learning • Parents have culturally-appropriate information and supports to ensure high quality early learning for their children • Partnerships exist at the state and community level in support of high quality early learning • Child care standards for health and safety are met • Child care and early education programs meet national standards for high quality services • Families have access to high quality, affordable child care and early education • Transitions are seamless for children and families • Educators for the “learn to learn” years are well-trained and compensated 	<p>All children are physically, emotionally, socially and cognitively ready to succeed in school and life</p>

WASHINGTON'S CONTEXT

- Early Learning Council – through June 30th 2007
- **Department of Early Learning:** created to play a leadership role in early learning
- Other cabinet agencies with roles in early learning
- Office of the Superintendent of Public Instruction
- Higher education institutions and coordinating boards
- Thrive By Five
- Likely P-20 Education Council - in draft recommendations

QUESTIONS FOR EARLY LEARNING COUNCIL:

Given the creation of the Department of Early Learning, and the other existing structures, is there a need for some sort of governance or advisory structure, beyond what already exists, for the early learning system after the Early Learning Council ends?

Given that we are – at least in part – transitioning from planning to early implementation of an early learning system, what, if any, structure would be helpful at this stage?

What, if any, structure at the state level might help ensure the achievement of the intermediate and ultimate outcomes you all discussed in your July meeting and the similar criteria by which the statute says the Department will be evaluated?

What would be the purpose(s) of any statewide body created?

Any thoughts to share on specific features of a statewide body needed to make it effective in achieving these purposes?

In the Early Learning Council's "Big Ideas" document, you list this goal: "Build Community-Level Capacity in Support of the 'Learning to Learn' Years"

Does this imply any local community structures?

If so, what might they look like?

What role might Department of Early Learning play relative to these local groups